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ABSTRACT

A motivational plan to reduce bus discipline referrals in a K-5 elementary school is presented in this practicum paper. Methodology involved observation of student behavior on 13 buses, pre- and post-tests administered to third- through fifth-graders, and document analysis of student misconduct citations and bus conduct reports. Referral statistics for discipline, safety violations, and neatness were compared with those from the same time period in 1990. Outcomes included a significant reduction in student referrals, an increase in the number of students scoring 70 percent on the post-test (from 109 to 287), and favorable driver reports on the plan's effectiveness. Appendices contain the motivational plan, a statistics worksheet, the target elementary school supplement, student and driver questionnaires, and a 1990-91 statistical analysis. (16 references) (LMI)

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A BUS BEHAVIORAL MODIFICATION PLAN

FOR GRADES K - 5

by

Wilfred Schantl

A Practicum Report

submitted to the Faculty of the Center for the Advancement of Nova University in partial fulfillment of the requirements for the degree of Master of Science.

The abstract of this report may be placed in a National Database System for reference.

June/1991

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Abstract

A Bus Behavioral Modification Plan For Grades K-5
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Descriptors : School Buses/Bus Transportation/Student Transportation/Discipline Problems/Discipline Policy/Attitude Change/Student Transportation (The Movement of School Students From Residence)/Behavior Problems (Transient or Mild Problems In Conduct)/Intermediate Grades/

This proposal presented a plan to reduce bus discipline referrals in the K-5 target elementary school. A motivational plan was used to decrease discipline referrals in the thirteen buses transporting students to the target elementary school. Each classroom was visited by safety patrol teams of three students to instruct students on the plan. Bus drivers were inserviced, as were all teachers. A pretest was given to all students in the classroom setting pertaining to established safety rules for school buses. The writer measured the success of the discipline plan by comparing bus discipline statistics over the same fourteen week period from the previous school year. This information was placed on a data base and was tabulated daily. Each driver was given a questionnaire to provide feedback on the program. (See Appendix E.)

Authorship Statement

I hereby testify that this paper and the work it reports are entirely my own. When it has been necessary to draw from the work of others, published or unpublished, I have acknowledged such work in accordance with accepted scholarly and editorial practice. I give this testimony freely, out of respect for the scholarship of other professionals in the field and in the hope that my own work, presented here, will earn similar respect.

Signed Wilfred Schantl
Student's name

Minor contributions of a professional character and comparable nonprofessional assistance may also be acknowledged.

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Practicum Title A Bus Behavioral Modification Plan for Grades K-5

Student's Name Wilfred Schantl

Program Site Tampa Date June 19, 1991

Observer's Name Michael Tellone
(please print---------and sign)

Observer's position Principal Phone # 597-1457

Observer's comment on impact of the project (handwritten):

This was a very well organized program, well received by both the bus drivers and the school, resulting in a significant decrease in bus referals.

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CHAPTER I

Purpose

Background

The target school is a series of ten new buildings capable of handling a maximum of 1,000 students. It was completed in February of 1988. The student body took occupancy in March of the same year. Prior to moving into the new school, all of the student body was being housed in a temporary school setting utilizing mobile classrooms and sharing another elementary school campus. Each separate building has six various color schemes which give a welcome relief from the old drab colors once associated with educational institutions. Each room has a huge window from the floor to the ceiling and is eight feet wide allowing sufficient natural light to flow in for a brighter educational environment. Sufficient storage space is available utilizing a storage room shared by adjoining classrooms. Restrooms are located between two classrooms and are shared. Carpeting is spread throughout the entire school setting except in the cafeteria and stage

areas. Landscaping was designed to give the exterior an attractive yet functional appearance.

The Pre-K to 5 setting had 778 students with the majority coming from low/average socio-economic families. Employment of the parents was primarily service industry based with a few that were college educated and employed as doctors, teachers, bankers, and computer programmers. The school had 386 students on the free lunch and breakfast program. The average class size was 26 students with abilities ranging from very superior to mildly mentally retarded. The number of retentions last year was 18 students. School policy stated that a child may only be retained once in the primary grades, after which the student was administratively placed.

The target school had 668 students who were transported on 13 buses, drawing from an approximately 90 percent rural and 10 percent urban population. The most distant student lived 30 minutes from the school by bus, while the closest was only 5 minutes away. The capacity of each of the 13 buses delivering students to the target school was 65 students. Five

of the buses were loaded to capacity. Unloading the students was made safer due to the design of the loading/unloading ramp area. All of the buses were able to be in a straight line without drivers having to be worried about other traffic until they departed school property. There was a separate student pick-up area in front of the school for parents who desired to provide transportation for their children. This did not interfere with the bus loading/unloading in any way.

The professional staff of 42 had an average of 10 years teaching experience. The researcher taught a fourth grade class of 26 nine and ten year olds. Math, English, social studies, science, reading, and handwriting were taught in the same classroom setting. Physical education, art, and computers were all taught by specialists. The researcher was also the Teacher-In-Charge handling 90 percent of the school discipline problems. The remainder of the disciplines were handled by the building principal. There were times when disciplines needed to be referred to the guidance department for interventions. Repeated

behavioral problems were one type of discipline referred. Another type of referral related to K-1 students having difficulty controlling themselves verbally or staying seated on the bus in a safe manner.

Problem Statement

The improvement of safety through a motivational discipline plan was the dominant factor behind the writer's motivation in selecting a bus discipline plan for the target elementary school. In the research, it became evident that schools throughout the United States have varying degrees of bus discipline problems that affect the safety of all students. The writer intended to reduce discipline referrals at the target school in order to provide a safe school transportation atmosphere.

At the target school there were 385 bus discipline referrals for the months of February through May, 1990. The writer contacted the transportation department to determine whether or not this number of discipline referrals was normal for the

months of February through May. It was determined these numbers were above normal and needed to be reduced.

It was the goal of the writer to reduce bus discipline referrals which totaled 385 during the months of February through May, 1989-90 to 200 students during the same time period in the 1990-91 school year. The plan, having proved effective, reduced bus discipline referrals to 168 students, 32 short of the goal for the 14 week implementation period.

In order to reduce discipline referrals to the desired 200 students, the writer designed a discipline program for the target school. The writer attempted to motivate students by developing an incentive program designed to reward positive bus behavior on a monthly basis.

Outcome Objectives

Over a period of 14 weeks during the months of February through May, 1991, at a west central elementary school, the bus disciplinary actions were

reduced by 168 students in all grades in the school. Disciplines were measured on a comparative basis for a 14 week period. A computer data base had all discipline information available on a week by week basis to provide immediate information necessary to closely monitor the program.

Over this 14 week period each classroom was visited weekly. To develop critical thinking skills, a motivational plan to reduce bus discipline was introduced during the first week to allow all students the opportunity to question any areas of concern. In order to involve more students in the thinking process efforts to improve thinking should involve all students, not just the highly able (McTighe, 1986). The plan divided the target school's 13 buses into three groups for a "Best Bus Competition." The "Best Bus" was evaluated by an established criteria shown in Appendix A. This was measured by a school bus rules safety test given to all students at the target school. Grades three through five took a written test, grades K-2 had an oral discussion with individual classroom instructors. Due to the

developmental nature of thinking abilities, the improvement of thinking should be addressed throughout the grades and should begin in primary classrooms (McTighe, 1986). Students will be asked to respond to each of the rules in Appendix D by answering questions such as: do you agree?, what do you think about?, what is most important?, how would you decide? The purpose of the remaining weekly follow-up visitations was to promote the bus discipline plan by being visible and accessible to students should any major concerns need to be addressed.

CHAPTER II

Research and Solution Strategy

The researcher approached the problem of reducing bus disciplines by educating parents, teachers, and students about the target school's bus discipline plan. Many studies emphasized that parental involvement would help change them from being discipline illiterate, to parents informed about what goes on in the child's life. From the time the child steps onto the bus going to school and home again, a definite learning experience takes place leaving a positive or negative impression on many students for life. In order for a student to be able to determine what is positive or negative, a thought process needs to have taken place. How did the child come to these understandings? What was the process used? The student probably experienced many years of people talking to them about hundreds of specific examples of positive and negative behavior (Hyde, 1989).

In the State of Florida, the total miles of bus service for the 1987-88 school year was 182,516,382

(Florida Department of Public Instruction, School Bus Fleet, 1990). The fatalities in 1987 involving vehicles used for school-related activities nation wide were 172. Only a fraction of those, 11 persons, were occupants of buses (School Bus Fleet, 1990). During the loading and unloading process during the 1988-89 school year, there were 16 children killed (School Bus Fleet, 1990). The majority of these fatalities occurred on the way home from school. The State of Florida for 1987-88 transported 766,381 pupils on a daily basis while recording 1,012 school bus accidents, injuring 250 students. It is very important to share the above statistics because it is unclear if any of these accidents could have been caused by a discipline problem on the bus that may have diverted the attention of a bus driver. With Florida's increasing population comes more and more traffic, creating the scenario for more school bus accidents.

In 1990 alone there were 2,042 traffic fatalities in the State of Florida (Traffic Safety, 1991). With this fatality rate it is of the utmost importance to

take all steps necessary to make school bus transportation as safe as possible by creating an atmosphere of bus safety taught in schools. If this type of safety orientation saves just one life, it will be worth the effort and cost. Hess (1986) mentions "The need for education on a continuing basis if we are to make our young people aware of the dangers of bus ridership during the school year." Statistics show that four to ten year old students are most at-risk to fatal injury in the afternoon trip home during the months of January through May. The researcher sought to educate parents, teachers, and students on a continual basis to raise the level of awareness among the target school's four to eleven year old population.

Other ways of teaching students about school bus safety is through the use of comics and coloring books. "You can teach kids anything in a comic book. It's just words and pictures." (Bush, 1990) "With a box of crayons and a safety coloring book, a child can create a colorful school bus safety picture of familiar images such as children getting on and off

the bus, waiting for the bus or crossing the street." (Bush, 1990) All of the illustrations have a short safety message attached. Using the comic coloring book format would be an excellent motivational tool for elementary students due to the hands-on nature of the material.

"The Oregon School Bus Drivers Training Program" (1985) states "The driver must maintain control over passengers by acting in part as an instructor and leader in teaching pupils how to behave at bus stops and aboard the bus. This is imperative to operating the bus safely." It is so important for young students to respect their drivers in order for them to have positive riding experiences to build on in the future school years. Drivers, in order to gain the respect of students, need to present themselves in a neat, orderly manner. They must also be firm and fair in the handling of any student problems.

"Consistency is critical to the establishment of limits on bus behavior." (Richardson, 1986). Children know that if a driver is not consistent in his discipline, he is then able to be manipulated by

the whims of students. Without this consistency, the driver is not able to enforce what is really intended, thus diminishing the authority figure. When this situation arises it tends to lend itself to more bus discipline problems. It is of the utmost importance for a driver to take charge on the bus. In order for the driver to take charge on the bus, he must be supported for his efforts by the school district. "Handling a problem in a consistent manner may be even more important in dealing with students, since some parents become quite belligerent when confronted with problems their children are having in school." (Poindexter, 1990) A sample of a "Policy Statement for Safety and Discipline Procedures Regarding Student Transportation" (Illinois State Board of Education, 1986) indicates the importance of not only dealing with the physically able student in a consistent manner but considers the handling of handicapped students and the procedures used to deal with their disruptive behavior. "Drivers must also have a special relationship with the handicapped students they serve." (School Bus Fleet, 1990) The best

approach seems to be speaking directly to the student causing the disruption in a calm and assertive manner. The distinction is made concerning the handicapped student bus discipline, compared to non-disabled students, both are handled in a similar fashion while providing for individual differences of the students.

Based on a research study, Ban (1987) informed parents of discipline through various presentations making it imperative to communicate and involve parents in the discipline plan for the school. Using a problem-solution format consisting of answers to questions such as: what is the problem?, what are the effects?, what are the causes?, what is the solution?, can stimulate parents to think about the problems in school (Gaskins, 1988). Schools are no longer able to dictate to parents about discipline, they need support for the discipline plan through literacy presentations. After the parents are involved, Canter (1984) suggests classroom teachers send the bus discipline plan home in order to educate parents about the program. Canter further asserts that this might

initiate a discipline plan the community would find very palatable and able to support due to parental participation during the organizational stages. This might initiate a discipline plan the community would find very palatable and able to support due to parental participation during the organizational stages. Poindexter (1990) suggests that each bus rider complete a bus permit application and sign the attached contract agreeing to obey the printed bus rules. The parents must also sign it before it is accepted as valid. Each student is entitled to hold a bus permit until they misbehave, at which time it is taken away for a predetermined number of days.

Solution Strategy

At the target site, a school safety patrol was formed to help safeguard students using the bus. A "Bus Patrol Operation" (AAA, 1986) was instituted to help the driver maintain a disciplined atmosphere on the bus as it is not possible for the driver to watch the students and the road. Front seat and rear seat patrol members had specific duties to fulfill. Those

patrol members in the rear of the bus were assigned to observe people in their seats, book bags out of the aisles, and no foreign objects being thrown. The patrol members in the front of the bus were assigned to students with behavior problems associated with being out of their seats and not facing forward while the bus was in motion.

A motivational plan to reduce bus disciplines was given to teachers and patrol members. The teachers became acquainted with the plan as a point of information. The patrol members had to become acquainted with the plan in order to go to each classroom to explain it to all students. The bus drivers were inserviced by the writer to acquaint them with the plan and ask for input. All thirteen buses were divided into three groups, this division is explained in the "Motivational Plan To Reduce Bus Disciplinary Action" found in Appendix A.

CHAPTER III

Method

In order to implement the motivational school plan to reduce bus discipline referrals, the following activities were put into place. A letter was given to all teachers in order to inform them of the motivational bus discipline plan. This letter was distributed at a faculty meeting where the researcher answered any questions pertaining to the plan. A "Bus of the Month" plan was introduced to the drivers for their reactions. A morning inservice was held for all 13 bus drivers to distribute the information given to the teachers and explain how the cooperation of the drivers was necessary in order for the plan to succeed. The 13 buses were divided into three groups of four, four, and five. These buses were divided according to similar existing discipline problems so all of the buses had equal opportunities for earning "Bus of The Month". The bus garage for the target school was contacted by the researcher to request permission to institute the plan

and to be sure no safety violations occurred during the implementation period.

The target school safety patrol, comprised of 38 fifth graders, played an important role in assuring the safety of the students through observation for any infraction of rules. Not only did the safety patrol go to each classroom to reinforce the "Motivational Plan To Reduce Bus Disciplinary Actions," it had other duties as well. One of the duties was to make bus safety banners promoting the need for discipline on buses. The students were taught to use Print Shop to print banners which were distributed to classrooms throughout the school. The writer's class made posters promoting discipline and safety, for display in the cafeteria and school office. It was also the duty of the safety patrol to supply two patrol people per bus, one seated in the rear of the bus and the other near the front. The responsibility of these people was to stay alert for any dangerous situations the driver may not be able to see. They were not to touch any student, but they were to alert the driver to any potentially dangerous

situations. These safety patrol people also monitored the bus steps during loading and unloading making sure students were entering and exiting the vehicle in a safe and orderly manner. Other patrol members were located at the end of each sidewalk leading to the bus ramp area to ensure proper student behavior in that area. Safety patrol leaders were patrolling the ramp area to assist any of their charges in any way possible and to be sure they were on task. If any rules were broken on the bus or on the ramp area the safety patrol was authorized by the principal to hand out "ticket citations" indicating why the citation was issued and to whom. This was followed up by a master list of citations to be sure each one was delivered to the student's teacher for referral. Any severe discipline infractions, safety violations, or reporting of excessive trash on the bus was written on a "Bus Conduct Report," which in turn was sent to the office for administrative handling.

Another part of the plan was the assignment of the two physical education instructors to be responsible for any major discipline problems on the bus ramp. They had

wireless headphones in order to communicate clearly and quickly should any major problems occur. It was also their responsibility to take all "Bus Conduct Reports" from the drivers to the office for the prompt attention of the administration. In the case of students getting out to the bus ramp area late, or not being able to find the correct bus, the physical education teachers were responsible for holding the buses or getting the students to the office to call the appropriate authority to get them home safely.

A meeting was held with a fifth grade instructor to plan a bus newsletter. This was incorporated into the instructor's class curriculum to provide reporting, writing, editing, and interviewing experiences. The bus newsletter was printed on a bi-weekly basis and reported to parents about how bus behavior was going, which buses were still in contention for "Bus of The Month," which students were setting positive examples, short biographical sketches of drivers, and how the safety patrol was helping the children.

A computer data base was made to record all the

disciplines over the 14 week implementation period. The categories used to record "Bus Conduct Violations" was Disciplines, Safety Violations, and Neatness. A comparison was made at the ninth week to see how this year's disciplines compared to last year's. This was an indicator as to how the plan was working. As it became necessary to make some type of adjustments due to increased discipline referrals, the researcher had an additional inservice during which time the drivers brainstormed additional suggestions for improvement of the plan. Their suggestions were utilized.

The writer created bus rules for riders to follow which were basic but very important.

Bus Rules

Stay in your seat.

Talk only when the lights are off.

Keep hands and feet away from windows and aisles.

All objects are to be on the floor.

Face forward at all times.

When any of these rules were broken, they were enforced according to the guidelines set down by the county in

which the target school is located.

The implementation time line was as follows:

Week One - The writer visited all classrooms to present "Motivational Plan To Reduce Bus Disciplinary Actions." This was done by two safety patrol officers over a period of three days. The writer visited all buses after school. Classroom instructors gave the pretest to grades 3-5.

Week Two - The writer visited all buses in the A.M. to see if there were any major problems. The writer documented all disciplines. The writer checked on "Bus Newsletter" to be sure it was ready for distribution on Friday to all 668 students. Each bus had enough copies for their students. The writer visited all K-2 classrooms to discuss the pretest using critical thinking skills to compare and relate

information to what is known about the safety rules (Rowland-Dunn, 1989).

Week Three - The writer visited buses in the P.M. The writer visited classrooms at random to question how the plan was going from the student viewpoint. The writer conferred with physical education instructors to see which buses were doing well in the "Bus of The Month" contest.

Week Four - The writer asked for driver input on the plan and spoke with students at random about the plan. Some students were asked to review test questions with the writer to test their knowledge of the rules. The writer made sure the rewards were ready to be awarded to the winning bus. At the end of the day the writer got information from the physical education instructors to award "Bus of The Month"

on Monday. The Safety Patrol distributed the "Bus Newsletter" to all buses.

Week Five - The principal awarded "Bus of The Month" and gave rewards. Rewards varied from pizza parties to snow cones. The principal encouraged other buses. Began a new month of competition for "Bus of The Month."

Week Six - The writer continued to check on buses and entered discipline data into computer data base. Safety Patrol distributed Bus Newsletter.

Week Seven thru nine - The writer continued to monitor the plan and encouraged all parties involved. The writer made sure bi-weekly distribution of the "Bus Newsletter" continued. The writer evaluated the plan at the ninth week by comparing last year with the

1990-91 school year. As changes needed to be made, the writer consulted with drivers and P.E. instructors for input.

Week ten thru Fourteen - The writer recorded all disciplines in data base. The writer discussed with drivers how they felt about the plan now as compared to the beginning. The writer asked teachers if they had noticed any significant changes in attitudes from bus riders. The writer tabulated all bus disciplines to see if goals were met and spoke with bus drivers, P.E. instructors, students, and principal for input regarding strengths and weaknesses of the plan. Safety Patrol distributed last "Bus Newsletter."

CHAPTER IV

Results

The school bus discipline plan was evaluated over a 14 week period. All bus disciplines were placed on a computer data base program designed to track the weekly progress of all students bussed to the target elementary school. The following criteria were used to evaluate three categories of Bus Conduct Reports.

Disciplines	-	Fighting, kicking, pushing, tripping, refusing to obey driver, destruction of property.
Safety Violations	-	Failure to be quiet at railroad crossing, out of seat, hanging out of window, throwing objects on/off bus.
Neatness	-	Spitting/littering, chewing gum, eating on bus.

Each of the aforementioned criteria were placed in the data base and used to distinguish each bus discipline by major category. The number of rules infractions during the 14 week implementation period by category was as follows:

Disciplines - 110

Safety Violations - 51

Neatness - 7

Total - 168 (See Appendix F.)

The goal of the writer was to reduce referrals by 200 students from February through May, 1991. Actually, at the end of the implementation period, referrals were reduced to 168 students - a difference of 32 students.

Also included in the evaluation of the bus discipline plan were grade level tests that were administered during the first and second week of implementation. During the first week of implementation a pretest was given to 360 third through fifth graders. 109 students achieved a passing score of 70% or better on the pretest. The posttest was given on the last day of implementation

to the same 360 third through fifth graders. This time 287 students achieved at the 70% level or higher. This can be attributed to the infusion of critical thinking skills after the pretests were returned for discussion. The results of the written tests for grades three through five were discussed to determine any areas of remediation necessary to make the discipline plan stronger. The second week of implementation dealt primarily with the Kindergarten through second graders becoming more familiar with bus safety. This was accomplished through a series of questions and answers in each classroom utilizing critical thinking skills. Many times the students were asked to talk about "What if this happened?" "What will I do?" "How will I feel?" "Could this have been prevented?" Grades K-2 continued to discuss the plan of bus behavior in the classroom by reinforcing positive student behavior. In order to achieve meaning and remember what was discussed in week two, the students were instructed to think of examples of good behavior (Gaskins, 1988).

Each bus driver was given a questionnaire

pertaining to how the bus discipline plan affected his particular bus. The results of this questionnaire were that 11 of the 13 drivers found it "Very effective", while two found it "partially effective". The biggest reason the plan was considered effective was due to the focus on safety and behavior. Also, the drivers were asked to suggest any improvements to the plan that would enable it to better serve the student population. Seven of the bus drivers felt it is very important for the staff to be visible while buses are being loaded and unloaded. This was considered important to deter any potential problems in the area.

In order to motivate students to behave better on school buses, the writer wrote a "Motivational Plan To Reduce Bus Discipline." This discipline plan was evaluated by compiling the three categories of disciplines statistics as explained in the plan (Appendix B.) The buses were divided into groups for bookkeeping purposes (See Appendix A.) with any point deductions recorded on a daily basis on the "Bus Discipline Statistics Sheet" as shown in Appendix C.

CHAPTER V

Recommendations

It is recommended by the author that the use of this motivational plan could help to solve bus discipline problems in other schools and school districts. To this end, the following distribution of this report was carried out. The results of the bus discipline plan were distributed to all county elementary schools for their use. Also, the writer sent a copy to the District Superintendent to share with his staff. Each principal was given a copy to place on the counter in the main office for the public to read while waiting in the office. A copy was submitted to various educational publications for consideration. All educators at the researcher's school received a copy. A bus newsletter was initiated on a bi-weekly basis. This continued in order to provide important motivational information pertaining to the target school's bus discipline plan.

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APPENDICES

Appendix A

Motivational Plan To Reduce Bus Discipline

MOTIVATIONAL PLAN TO REDUCE BUS DISCIPLINE

Teachers: Please read the following information to your students to inform them of the changes that will occur the first full week of school after the holiday break.

A. The 13 buses would be divided into 3 groups of four/four/five. (They would be divided into groups according to similar existing discipline problems.)

B. Each group of four/four/five buses would have one best bus per week for the first three weeks of each month, bringing the total to nine buses qualifying for "Bus of the Month".

C. The last week would be a competition among the nine qualifying buses for the "Bus of the Month" award.

D. Should there be a tie in any month it will be settled in the following manner:

   1) Qualifying buses in the tie will have their numbers placed in a "hat".

   2) A person mutually agreed upon by all drivers in the finals will draw the winning bus number.

The criteria for judging shall be as follows:

A. Each bus receives one hundred points per week. Points will be deducted in the following amounts for the indicated class violation on a daily basis:

1)	Disciplines	10 points
2)	Safety Violations	5 points
3)	Neatness	5 points

B. Each bus will be given five paper cut-out bears to display in the front of the bus. All students will be able to see them clearly each day. If a bus loses 20 points or more a day, that bus will have one bear taken down.

C. Should a winning bus have a student that has received a bus suspension during the month, that student will not earn the reward.

D. The winning bus will receive various prizes donated by several business establishments within the school district.

Appendix B

Bus Discipline Statistic Sheet

BUS DISCIPLINE STATISTIC SHEET

Loss of 20 or more points per day results in the loss of ONE BEAR

Bus #	Number Of Disciplines -10 for each	Safety Violations -5 for each	Neatness -5/Dirty	Total
Group 1				
15 am				
pm				
21 am				
pm				
189 am				
pm				
240 am				
pm				
Group 2				
17 am				
pm				
19 am				
pm				
218 am				
pm				
219 am				
pm				
239 am				
pm				
Group 3				
16 am				
pm				
18 am				
pm				
20 am				
pm				
190 am				
pm				

Appendix C

Target Elementary School
Supplement to Discipline Plan

Appendix C

TARGET ELEMENTARY SCHOOL

SUPPLEMENT TO DISCIPLINE PLAN

Bus Groups:

Group 1:

Bus 15
Bus 21
Bus 189
Bus 240

Group 2:

Bus 17
Bus 19
Bus 218
Bus 219
Bus 239

Group 3:

Bus 16
Bus 18
Bus 20
Bus 190

** All Bus Numbers Are Listed As Route Numbers **

Appendix D

Pre-test-Posttest

Appendix D

Pretest Date _____ Name: _____
Posttest Date _____ Grade: _____

SCHOOL BUS SAFETY TEST

Directions: Print "True" or "False" to answer each of the following questions relating to how your behavior should be while on the school bus.

_____ 1. There are certain duties which students have in order to keep their privilege of riding the school bus.

_____ 2. Students are to occupy the seats assigned by bus drivers and are not to move while the bus is in motion.

_____ 3. Students are to observe the posted rules located at the front of the bus.

_____ 4. Students are to cooperate at all times with the school safety patrols.

_____ 5. Students may leave the bus at any time they please.

_____ 6. Students should leave and enter the bus through the back door only.

_____ 7. Students are to keep head and hands inside the bus windows at all times except in emergency cases.

_____ 8. When the dome lights are on, you may talk as much as you want.

_____ 9. Only items that can be held on your lap may be carried on the bus.

_____10. You may be noisy at a railroad crossing.

Appendix E

Driver Feedback Questionnaire

DRIVER FEEDBACK QUESTIONNAIRE

1. In your opinion, how effective was the Bus Behavioral Modification Plan?

    a. Very effective

    b. Partially effective

    c. No change

2. Did you consider the plan effective because:

    a. Students had incentives

    b. More focus on safety and behavior

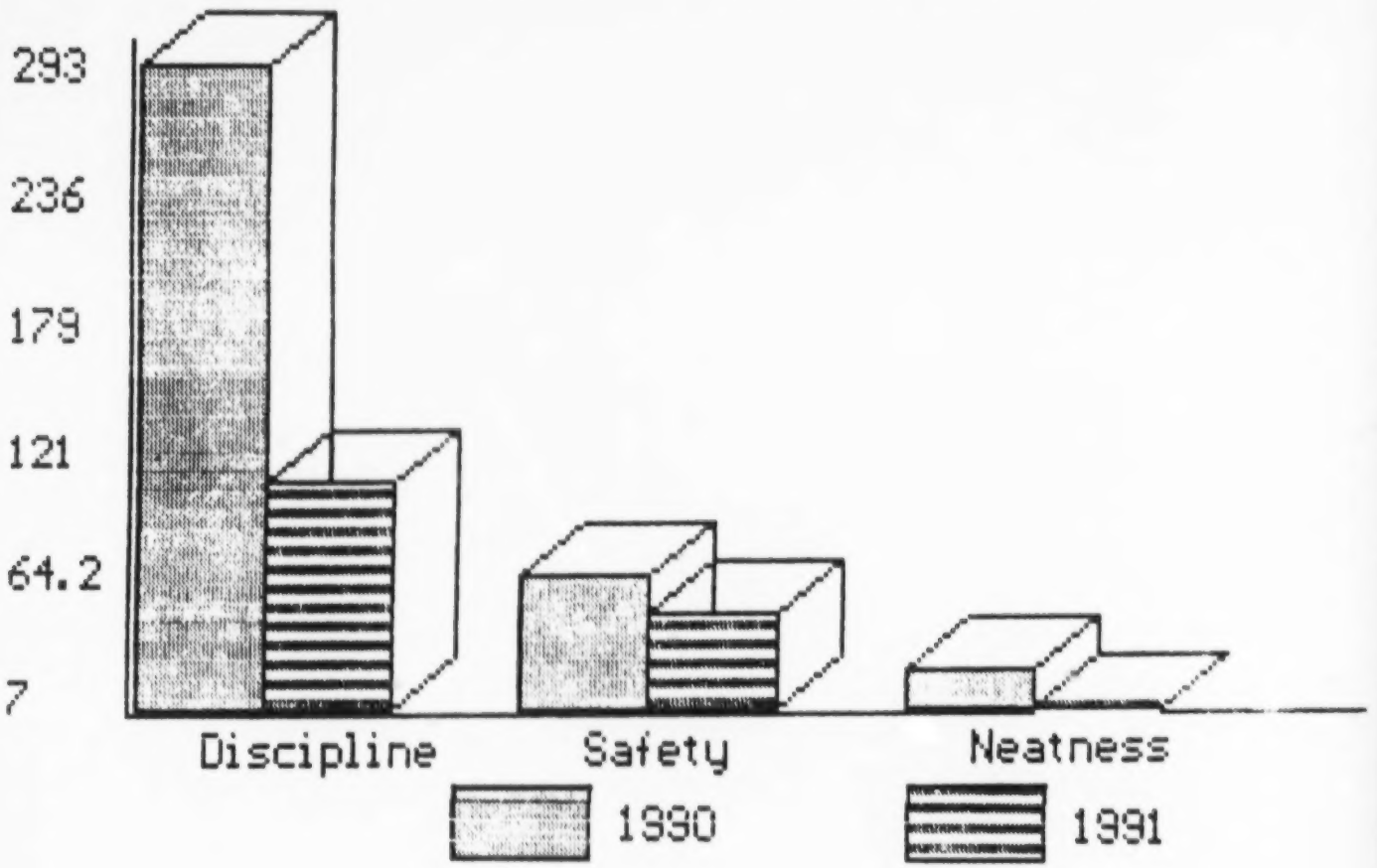
    c. It was not effective on my bus

3. It is very important for school and transportation to work together and share ideas. In your opinion, what would you suggest to improve the current Bus Behavioral Modification Plan?

Appendix F

Discipline Statistical Analysis: 90-91

Discipline Statistical Analysis : 90-91



EDL 650 Critical Thinking & Technology Checklist

EDL 650 constitutes for most students 3 credits of the 9-credit practicum internship. This course is introduced during the CM. After recommended readings and mentoring by advisors, students proceed to include various elements of CTS and technology in their practicum implementation and final report.

Each practicum advisor must submit this completed checklist with each final report.

This report:

1. uses brainstorming and other discussion formats to increase participation in problem solving.

   Page 27 [yes] no

2. mentions strategies which create, support, apply, comprehend, transform and reform the everyday curricula content.

   Page 26 [yes] no

3. presents the teacher/educator as a facilitator willing to recognize and value ambiguities in assisting others with acceptance finding.

   Page 27 [yes] no

4. shows evidence of teaching for, and about thinking.

   Page 27 [yes] no

5. demonstrates some creative and practical aspects of intellectual activity within schools.

   Page 16 [yes] no

6. uses at least one example of technology in its preparation.

   Page 19 [yes] no N/A